

Socio-Psychological Characteristics of Leaders Working in the Higher Education System

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Abstract: The article presents data from a scientific study of the personal characteristics of leaders of modern universities. The work uses psychological diagnostic methods using classical techniques used in the practice of domestic and foreign psychologists. As a result of the study, a comparative analysis of the personality of a modern leader was carried out in the context of the requirements of the educational standard.

Keywords: innovation, management, skills, organization, leader, psychological characteristics, authority, profession.

INTRODUCTION

At present, the management of the organization is carried out in the conditions of accelerating rates of development of production, deadlines and development of technologies. In modern life, there is an acute contradiction to the requirements of radical changes and inadequate belated actions of leading cadres, the prevalence of an outdated style of their thinking and activity. Against the backdrop of increasing competition, the aspirations of organizations to grow and introduce innovations, skillful and competent management, and in particular, the activities of the leader of the organization, are of particular importance. The modern education system imposes a number of requirements on the head of any level and link of modern general education, which are reflected in the educational standard of the new generation.

Leaders in various fields and at different levels of management are exposed to an ever-increasing influence of information, social, psychological and other factors that create loads and overloads of a cognitive, emotional, communicative and interactive nature. Management activity is characterized by the need to make decisions in a situation of severe time constraints and information uncertainty. As well as the need to simultaneously perform many actions and solve many problems, in a situation of uncertainty, lack of time and other resources. The constant lack of time with increasing intensity of work is a phenomenon that is characteristic of most leaders around the world. In turn, this is the reason that the modern leader is in a state of constant stress, chronic fatigue, and as a result, the emergence of various psychological and somatic diseases. One of the main ways to eliminate these negative factors is the organization by the leader of himself and his activities in time. At the same time, with proper planning of working time, the efficiency of both an individual leader and the organization as a whole increases, which increases the importance of the time factor in the implementation of managerial activities.

Studies show that in today's situation, most leaders experience intellectual, emotional-volitional, personal-professional and other psychological difficulties, the presence of which causes difficulties in exercising leadership and achieving a high professional level and successful prosperity of the organization. As well as the lack of skills for effective planning and organization of working time. The new time puts forward its own requirements for ways of working, and a professional approach is required in the selection of candidates for leadership positions or assistance in adapting and improving their skills and abilities. Assessment of personal psychological characteristics is an effective means of identifying individuals who,

according to the characteristics of their cognitive processes, character, temperament, and dominant mental states, are most or least suitable for a particular professional activity.

LITERATURE REVIEW

Many specialists in the field of psychology and management have developed requirements for the professional and personal qualities of a leader. One of the directions in the formation of methods for studying the activities and personality of the leader is associated with the development of the technological side of the leader's activity, which is intensively dealt with by both domestic and foreign representatives of various schools. Representatives of this direction make the main emphasis on the structural characteristics of management activities (F. Taylor, E. Utlik, O. S. Anisimov, A. S. Guseva, D. Derner, M. Porter, H. Y. Eyzenck, L.B. Atkinzon, A. Baum, N. Kouplend, J. Rodin; P. Salodey, X. Xekxaussen and others). Representatives of another direction assign a significant role in ensuring effective management and activities of the leader, first of all, to the human factor, the psychological characteristics of the person performing managerial functions, and in particular the personal characteristics of the temporary organization of activities (I. Ansoff, M. Woodcock, T. Kono, V.I. Kurbatov, A.M. Omarov, B.M. Teplov, K.A. Abulkhanova-Slavskaya, B.I. Tsukanov and others).

DISCUSSION

At the same time, many key points, as well as the psychological characteristics of a leader in modern society, in conjunction with the requirements of the organization, remain insufficiently studied. In this regard, the issues of conducting psychodiagnostics of individual psychological characteristics of the personality of leaders in order to increase the efficiency of both the leader himself and as a result of the effectiveness of the entire organization become relevant. The relevance of the problem of this study is due to the presence of the main contradiction in modern requirements for a leader: between a specific reality and specific requirements for managerial activity.

At present, we are witnessing a situation in which modern higher education is confronting the challenges that have fallen upon it. These are economic, demographic, as well as social challenges.

Firstly, I would like to note that today's youth (students) are characterized by a decrease in somatic health indicators, which leads to a decrease in the total resources of students' adaptation to studying at a university, poor assimilation of a large amount of material, inability (unwillingness) to participate in the public and cultural life of a university.

The next problem, which is decisive for the future professional life of young people, is the problem (or mistake) in professional self-determination even at the stage of schooling (pre-university stage of education). This leads to a lack of motivation to study, a general negative attitude towards the chosen business (profession), maladjustment to the university environment, and, as a result, we have a crisis of professional identity.

Thirdly, thing to pay attention to is the growth in the number of foreign students who, along with the difficulties that are characteristic of the general part of the student body as a whole, face difficulties in communication (language distance). In addition, foreign students, among other things, need to adapt to the new cultural environment in which they find themselves, change their eating habits, housekeeping, and get used to being away from their relatives.

Fourthly, it is necessary to take into account the individual psychological characteristics of students, while some of them may reduce the processes of adaptation of students, while others may be the causes of disadaptation. The main goal of psychological support of the educational process at the university is the activation of the components of the adaptive potential of the personality of students, namely, their neuropsychic stability, self-esteem and conflict resistance of the individual[1].

The importance of studying the problems of psychological support of the educational process at the university is confirmed by numerous scientific studies of such scientists as B.G. Ananiev,

A.A. Bodalev, L.I. Bozhovich, P.P. Blonsky, L.S. Vygotsky, P.Ya. Galperin, A.V. Zaporozhets, A.N. Leontiev, A.R. Luria and V.N. Myasishchev.

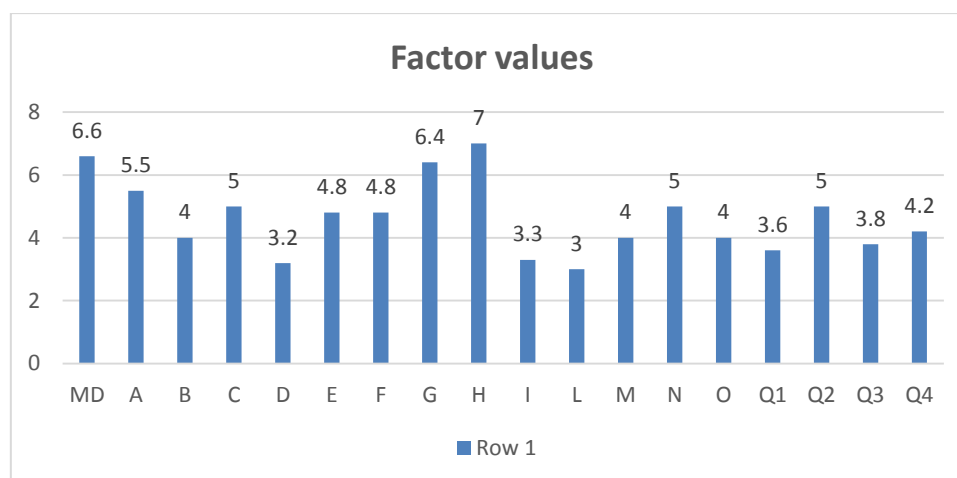
Thus, the psychological support of the educational process at the university was studied in such scientific contexts as:

- study of various aspects of the activity of the psychological service of the university (V.S. Kislova [2,14]);
- identification of problems in the organization of psychological support of the educational process at the university (E.L. Soldatova [3]);
- identification of the personal and psychological potential of the subject of activity (E.I. Pilyugina [4]).
- a long-term process that is carried out at all stages of a person's personal development (A.V. Brushlinsky [5,18])

As part of the study of this topic, it is necessary to dwell on the following principles that must be observed in the process of psychological support of the educational process at the university. Among the main ones, we highlight the following:

- the principle of humanization of education (I.V. Dubrovina, A.K. Markova, I.V. Kuzmina, I.B. Kotova, E.N. Shiyanov) [6,20];
- the principle of consistency (B.F. Lomov, B.G. Ananiev, V.K. Platonov);
- the principle of activity of the subject (A.N. Leontiev, S.L. Rubinshteina);
- the concept of personality relations (V.N. Myasishchev).

The psychodiagnostic study was carried out by testing using classical methods used in the practice of both domestic and foreign psychologists: “Sixteen-factor personality questionnaire” by R. Kettell; “Self-actualization test” by E. Shostrom. The results of an experimental study using R. Cattell's Sixteen-Factor Personality Questionnaire are presented on scales in Fig. 1.



Note: Factor MD – “Adequacy of Self-Assessment”;

A – “Closedness – Sociability”;

B – “Intelligence”;

C – “Emotional stability – instability”;

E – “Subordination – dominance”;

F – “Restraint – expressiveness”;

G – “Anarchism - High normative behavior”;

H – “Shyness – courage”;

I – “Rigidity – sensitivity”;

L – “Credulity – Suspicion”;

M – “Practicality - Developed imagination”;

N – “Directness – Diplomacy”;

O – “Self-Confidence – Anxiety”;

Q1 – “Conservatism – Radicalism”;

Q2 – “Conformism – Nonconformism”;

Q3 – “Low self-control - High self-control”;

Q4 – “Relaxation - Tension”. The results of the actual data obtained using the technique of “Self-actualization test” by E. Shostrom on eleven scales are as follows (see Fig. 2):

Note: 1 - scale “orientation in time”;

2 - scale of “values”;

3 - scale “a look at human nature”;

4 - scale “need for knowledge”;

5 - scale “the desire for creativity”;

6 - scale “autonomy”;

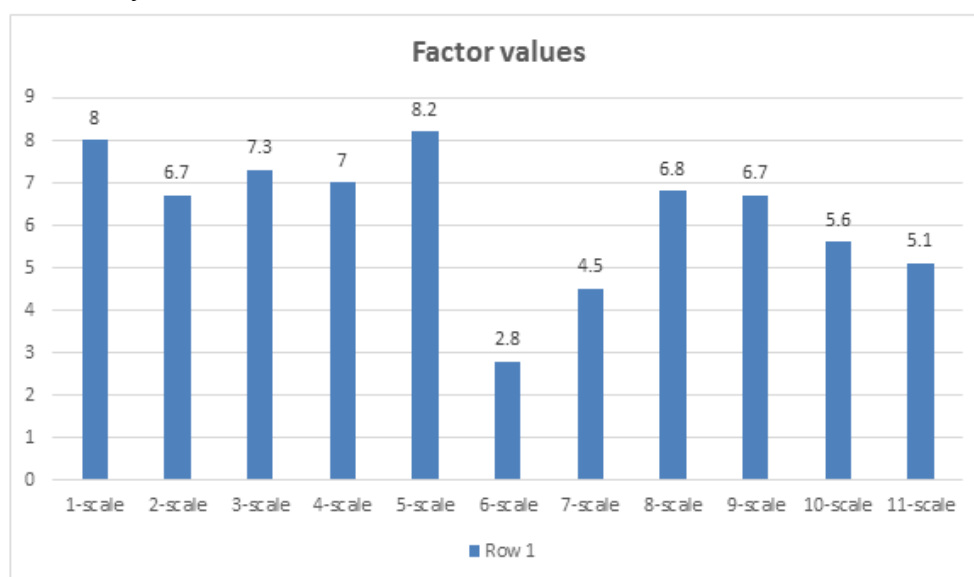
7 - scale “spontaneity”;

8 - scale “self-understanding”;

9 - scale “autosympathy”;

10 - scale “contact”;

11 - scale “flexibility in communication”.



RESULTS

A qualitative analysis of the obtained research data allowed us to conclude that our scientific hypothesis put forward at the initial stage of the work was confirmed. In particular, we assumed that the psychological portrait of the personality of the modern head of the education system does not fully correspond to the “ideal image” that is defined by the requirements of the Federal State Educational Standard of the new generation. A comparative analysis of the “real” and “ideal” psychological portrait of the personality of the head of a modern general education school is presented in Table 1.

Table 1 Comparative analysis of the “real” and “ideal” psychological portrait of the personality of the head of a modern university

Psychological portrait of the personality of a “real” leader	Psychological portrait of the personality of the “ideal” leader
1. Has an average level of self-esteem, strives for self-development, but sometimes he lacks tolerance and love	1. Has slightly “above average” or high adequate self-esteem, accepts himself as he

towards himself	is, but constantly improves himself
2. Has some rigidity in communication. Closed, indifferent, unable to establish long and close contacts with other people. He is not sure of his attractiveness, that he is interesting to the interlocutor and communication with him can bring pleasure. Skeptical, cold towards others, likes to be alone. He does not have close friends with whom he can be frank. In this regard, such a leader may experience various difficulties in communication, conflict situations, which he is not always able to resolve in time.	2. Has the ability to establish strong and friendly relationships with others. He likes to be among people, interact, eliminate conflicts and smooth out conflict situations through his kindness, sincerity, naturalness and spontaneity of behavior and relationships, gullibility, not fear of criticism, bright emotionally positive response to social contact. Internally, he is always ready for communication and interaction, shows emotional indifference to those who depend on him.
3. Possesses the ability for further self-development and self-improvement in his profession, but sometimes it is difficult to get out of the “comfort zone”; has a low cognitive need.	3. Uses every moment as an opportunity for spiritual and personal growth, is able to perceive a problem as an interesting task that needs and wants to be solved, has a high need for knowledge
4. subject to frustration. Has inadequacy in the manifestation of feelings; volatility of interests and lability of moods. Weakly manages their emotions; at the same time, he is afraid to openly express his feelings, he lacks lightness, naturalness, trust in himself and in the world. Easily gets tired from exertion, as he can forget about rest.	4. Sustained, emotionally mature, efficient, realistic (positively) tuned. He has a strong sense of confidence in his abilities and capabilities in a harmonious combination with sincere trust in the world around him and other people. Differs in the constancy of interests, the absence of nervous fatigue.
5. Overly compliant, weak-willed, has problems with subordinates who take advantage of his weaknesses in personality; dependent, inclined to take the blame of other people, worried about possible mistakes that he has not yet made; avoids excessive responsibility and independent decision making; has external support, is more influenced by external forces; behavior is more focused on the opinions of others, rather than one's own	5. There is a pedagogical tact, the adequacy of self-esteem and evaluation of others; the ability to yield in necessary situations and defend one's point of view; the ability to understand, accept, support and help another person; has the ability to reflect; respects the personality of another person, but makes decisions as an “authority”, not afraid to take responsibility; has internal support; mainly guided by internal principles and motivation.
6. Excessively cautious, reasonable, complicates everything, pessimistic, preoccupied with his own affairs and problems, sometimes worries about the future, expecting failures; restrained in showing his natural emotions	6. Cheerful, impulsive, careless, cheerful, talkative, mobile; social contacts are emotionally significant for him; emotionality and dynamism leads to the fact that he often becomes a leader; can captivate and lead.
7. prone to fickleness; easily abandons the work he has begun, lazy, unscrupulous, selfish; does not make efforts to fulfill social requirements and cultural norms; contemptuous of moral values; sometimes capable of dishonesty and deceit for his own benefit; may not keep his promises or forget about the requests of others	7. Responsible, conscientious, shows firmness of moral principles; decent, not because it can be profitable, but because he cannot do otherwise according to his convictions; loves order in everything; high conscientiousness and consciousness are usually combined with good self-control and the desire to assert universal values, sometimes to the detriment of personal, selfish goals.
8. Strives for benevolence towards other people; gullible, which is not always adequate to the situation; sometimes there is no insight in communication, can be straightforward up to rudeness; inadequately perceives criticism in his address.	8. Has a developed empathy, which correlates with a person's high ability to feel the problems of others; distinguished by generosity and prone to condescension, forgiveness and acceptance of the mistakes

	of other people; adequate to criticism in his address, and moderately self-critical.
9. Within reasonable limits, strives for creative self-expression; inclined to conservatism, rigidity, resistance to traditional difficulties; knows what he must believe in, and, despite the failure of some principles, does not look for new ones; doubtful about new ideas, prone to moralizing and moralizing; resists change, does not look for new ways to solve problems.	9. Has an original independent worldview and its own, unique manner of behavior; has many intellectual interests, analytical thinking; seeks to be informed about scientific, political, and everyday problems, but does not take any information for granted, tries to analyze and understand everything on his own; solves everything in a new way.
10. Does he more or less adequately assess his abilities, knowledge and competence in some professional matters; with a positive attitude, he finds the strength in himself for further self-development; sometimes inclined to become dependent on his subordinates, seeking support and approval from others for his actions.	10. Strives for people, a sense of collectivism is combined with self-reliance and independence; having his own opinion, does not seek to impose it on others; tries to listen to public opinion, but has the inner strength to remain in his position;

CONCLUSION

Thus, in connection with the hypothesis of our study that a real (modern) leader does not fully meet the requirements of the new generation educational standard, we concluded that the psychological portrait of a real (modern) leader does not correspond to the psychological portrait of an ideal leader by 10 points, presented in Table 1, out of 29 possible. The practical significance of our study lies in the prospect of maximum realization of the leader himself as a personality and professional, as well as his ability and ability to reveal and update the development of the personality of everyone related to his organizational system.

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